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SALARY OUTLOOK FOR HIGH-SCHOOL TEACHERS

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To choose a life-career intelligently three important factors about the vocation itself demand consideration—the preparation required for admission, the remuneration granted to the inexperienced, and future salary assurances. As two-thirds of all high-school teachers now hold degrees and since nearly all beginning high-school teachers are required to hold a baccalaureate degree, the first factor may be summarily disposed of as being known. This discussion deals with the analysis of the other two factors.

HIGH-SCHOOL TEACHING AS A CAREER

There is some doubt as to whether high-school teaching should be called a life-career. In Bulletin No. 50, 1921, of the Bureau of Education, it is shown that the “average” (median) high-school teacher has had only six years of experience. It does not follow, however, that teachers enter this branch of professional service for only six years. The rapid expansion of high-school enrolment, at the rate of 8 per cent per year, calls for an increasingly larger proportion of inexperienced teachers annually to care for the increase in attendance. If the enrolment remained constant, the average experience of high-school teachers would be about eleven years. A calling which holds its employees for so short a time can scarcely be called a life-career. With the advent of higher salaries the profession promises to become more attractive, and the period of service will undoubtedly be much longer.

ENTRANCE SALARY

It is shown in Table I that the average teacher now enters the profession at an annual salary of \$1,297 or a little more than \$100 per month the year round. The entrance salary for men averages \$1,572 and that for women, \$1,184. Thus it is seen that beginning

men teachers are paid \$388 more than women. It should not be inferred that all beginners are equally paid. The entrance salaries vary considerably in the different states. For example, in Florida the beginner's salary is only \$960, whereas in California the corresponding average is \$1,886, or about twice as much. The salaries of beginning men teachers range from \$1,289 in Missouri to \$2,154 in California, and the corresponding averages for women teachers vary from \$835 in Virginia to \$1,760 in California. With such inequalities as these, there is great danger that the states paying the higher salaries will attract the better college graduates, while the states paying the lower salaries will be obliged to employ teachers of inferior native ability and of more limited training.

OUTLOOK FOR THE AVERAGE TEACHER

The average salary of 69,358 high-school teachers was found to be \$1,678 in 1921. This average is only \$381, or 29.4 per cent, more than the average salary for beginners. The salary outlook for the average teacher, therefore, is less than a 30 per cent increase. It should be borne in mind that the average outlook does not represent the salary assurance for every teacher in the profession. Men and women of unusual ability will excel this average even to the extent of being advanced to the more remunerative administrative positions, while those of inferior ability may fall far short of the average expectation. The corresponding outlook for men teachers is 29.3 per cent and that for women teachers, 27.0 per cent. A profession that promises such a meager assurance is not far superior to a "blind-alley" job. The slightly higher percentage for men may be influenced by the reaction to check the decreasing proportion of men teachers. The fact that men are now paid \$529 more per year than women undoubtedly shows that men's services are at a premium.

The salary outlook for the average teacher varies considerably in the different states. For instance, in Delaware the assurance is for an increase of only 7.8 per cent; in New York, 64.6 per cent. These extremes are unquestionably influenced by the longer period of service in New York than in Delaware. In the report referred to it is found that 64.3 per cent of the teachers in New York state

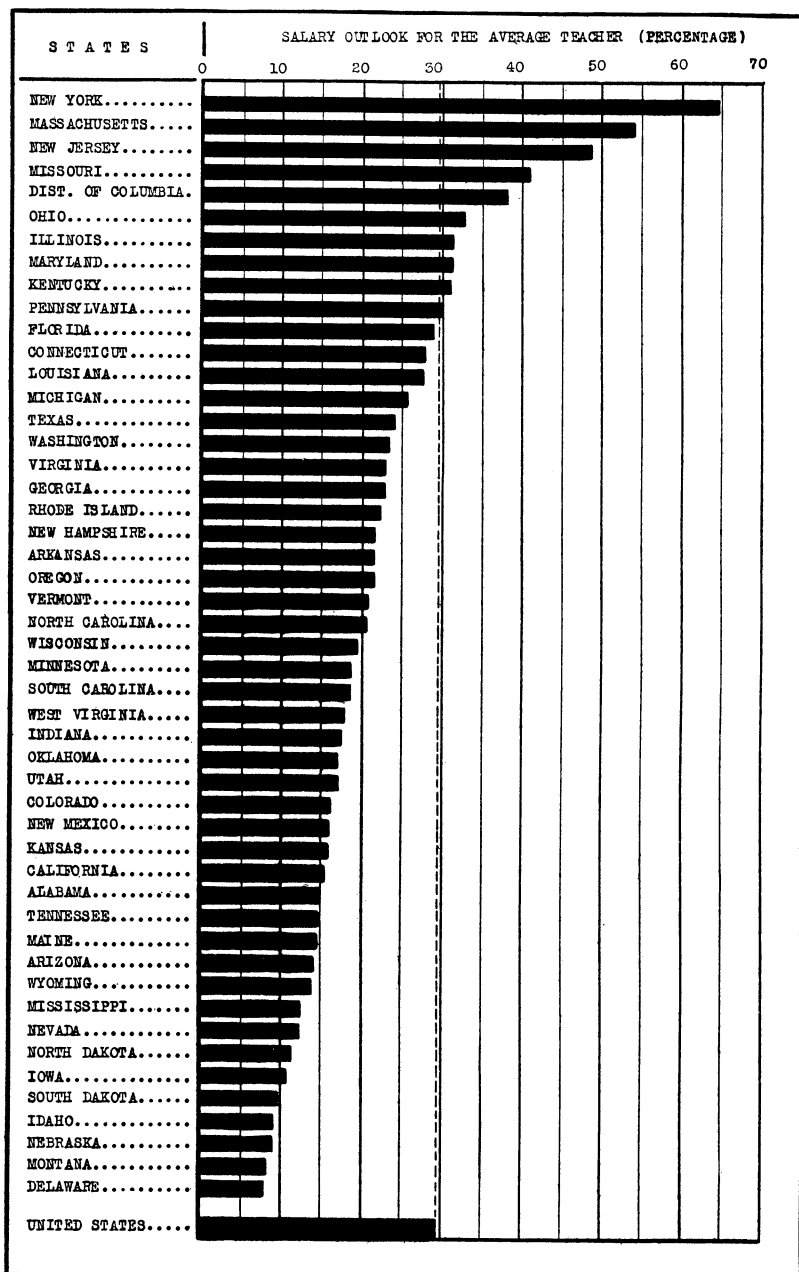


FIG. 1

TABLE I

AVERAGE ANNUAL SALARIES OF HIGH-SCHOOL TEACHERS IN 1921

STATE	NUMBER OF TEACH- ERS	AVERAGE SALARY			AVERAGE SALARY OF BEGINNERS			AVERAGE SALARY OF TEACHERS WITH OVER FIVE YEARS' EXPERIENCE		
		Men	Wom- en	Total	Men	Wom- en	Total	Men	Wom- en	Total
Alabama.....	536	\$1,773	\$1,003	\$1,279	\$1,593	\$ 974	\$1,112	\$1,024	\$1,246	\$1,495
Arizona.....	285	2,340	1,830	2,013	1,908	1,610	1,765	2,014	1,918	2,167
Arkansas.....	379	1,755	1,131	1,331	1,437	925	1,008	1,818	1,345	1,544
California.....	4,095	2,453	2,058	2,177	2,154	1,760	1,886	2,471	2,182	2,291
Colorado.....	840	1,976	1,512	1,656	1,794	1,284	1,423	2,097	1,685	1,838
Connecticut.....	840	2,281	1,608	1,781	1,600	1,340	1,394	2,411	1,746	1,945
Delaware.....	123	1,611	1,257	1,375	1,580	1,148	1,276	1,673	1,394	1,520
District of Columbia.....	236	2,247	2,133	2,165	1,600	1,560	1,568	2,467	2,239	2,277
Florida.....	348	1,739	1,003	1,234	1,316	894	960	1,873	1,192	1,418
Georgia.....	738	1,786	1,137	1,357	1,594	856	1,343	2,087	1,270	1,538
Idaho.....	534	1,778	1,478	1,584	1,661	1,331	1,455	1,921	1,543	1,679
Illinois.....	4,977	2,205	1,691	1,872	1,745	1,280	1,423	2,412	1,972	2,151
Indiana.....	3,141	1,583	1,281	1,400	1,374	1,091	1,193	1,689	1,441	1,555
Iowa.....	3,255	2,060	1,358	1,508	1,690	1,262	1,361	2,125	1,485	1,691
Kansas.....	1,939	1,877	1,391	1,558	1,543	1,245	1,343	2,034	1,537	1,743
Kentucky.....	667	1,650	1,115	1,317	1,270	864	1,004	1,807	1,291	1,513
Louisiana.....	744	1,994	1,197	1,411	1,626	958	1,107	2,177	1,377	1,659
Maine.....	685	1,738	1,110	1,319	1,444	980	1,152	1,937	1,158	1,410
Maryland.....	519	1,889	1,216	1,552	1,418	1,018	1,179	2,093	1,381	1,803
Massachusetts.....	3,020	2,467	1,600	1,880	1,514	1,281	1,221	2,670	1,774	2,074
Michigan.....	3,085	2,071	1,556	1,722	1,652	1,253	1,369	2,288	1,779	1,958
Minnesota.....	2,377	1,937	1,442	1,566	1,497	1,219	1,322	2,140	1,625	1,791
Mississippi.....	530	1,848	972	1,218	1,531	874	1,084	2,081	1,060	1,427
Missouri.....	2,106	1,877	1,302	1,499	1,289	972	1,063	2,104	1,570	1,793
Montana.....	632	2,040	1,593	1,714	1,786	1,450	1,585	2,178	1,704	1,831
Nebraska.....	1,523	1,888	1,376	1,501	1,705	1,262	1,380	2,029	1,499	1,638
Nevada.....	79	2,247	1,635	1,852	2,075	1,494	1,649	2,273	1,689	1,971
New Hampshire.....	406	1,892	1,207	1,405	1,615	1,041	1,158	2,164	1,342	1,638
New Jersey.....	1,742	2,520	1,707	1,992	1,507	1,290	1,341	2,815	1,928	2,281
New Mexico.....	276	1,906	1,474	1,635	1,572	1,339	1,405	1,996	1,406	1,704
New York.....	6,203	2,676	1,859	2,085	1,653	1,184	1,267	2,953	2,241	2,473
North Carolina.....	719	1,714	1,100	1,277	1,360	928	1,060	1,925	1,202	1,466
North Dakota.....	750	1,887	1,357	1,537	1,638	1,262	1,379	2,144	1,487	1,739
Ohio.....	3,819	1,933	1,622	1,743	1,449	1,244	1,313	2,095	1,801	1,983
Oklahoma.....	1,237	1,857	1,425	1,569	1,845	1,201	1,340	1,950	1,612	1,748
Oregon.....	742	1,754	1,442	1,553	1,517	1,185	1,281	1,840	1,614	1,713
Pennsylvania.....	4,565	1,886	1,436	1,625	1,416	1,137	1,250	2,094	1,643	1,850
Rhode Island.....	329	2,369	1,604	1,876	1,760	1,411	1,536	2,556	1,705	2,026
South Carolina.....	236	1,807	1,055	1,281	1,530	928	1,082	1,955	1,196	1,481
South Dakota.....	667	2,074	1,535	1,702	1,842	1,417	1,581	2,255	1,671	1,901
Tennessee.....	569	1,563	1,026	1,230	1,392	899	1,071	1,677	1,126	1,363
Texas.....	2,130	1,669	1,133	1,289	1,375	949	1,041	1,767	1,340	1,504
Utah.....	358	1,680	1,487	1,584	1,435	1,290	1,353	1,782	1,623	1,712
Vermont.....	383	1,886	1,197	1,384	1,402	1,063	1,147	2,135	1,293	1,572
Virginia.....	1,328	1,621	1,057	1,202	1,361	835	979	1,790	1,279	1,416
Washington.....	1,591	1,991	1,599	1,731	1,644	1,324	1,405	2,145	1,822	1,953
West Virginia.....	766	1,826	1,406	1,571	1,577	1,229	1,335	1,975	1,581	1,779
Wisconsin.....	2,112	1,975	1,450	1,607	1,596	1,264	1,348	2,195	1,657	1,847
Wyoming.....	197	1,969	1,628	1,722	2,400	1,455	1,514	1,950	1,763	1,812
United States.....	69,358	\$2,033	\$1,504	\$1,678	\$1,572	\$1,184	\$1,297	\$2,248	\$1,755	\$1,943

have had over five years' experience, whereas the corresponding proportion in Delaware with such experience is only 35.8 per cent.

It is frequently found that the percentage of increase granted to all teachers combined is somewhat inconsistent with that granted to men and women considered separately. Table II for Alabama shows how this result so seemingly erroneous is nevertheless valid. It would seem as if the outlook for all teachers would fall between 11.3 per cent and 12.2 per cent. The apparent discrepancy is accounted for by the fact that the proportion of men teachers is

TABLE II
SALARY OF TEACHERS IN ALABAMA

	Number of Teachers	Total Salary	Average Salary	Outlook (Percentage)
Beginning Teachers				
Men.....	25	\$ 39,835	\$1,593
Women.....	87	84,751	974
Total.....	112	124,586	1,112
All Teachers				
Men.....	147	260,651	1,773	11.3
Women.....	389	425,081	1,093	12.2
Total.....	536	685,732	1,279	14.9

not the same for beginners and for all teachers combined. It is found in Alabama that 27.4 per cent of all teachers are men, whereas the proportion of beginning teachers who are men is only 22.3 per cent. The inequality in the salaries paid to men and women and the relatively smaller proportion of men teachers who are entering the profession in this state tend to reduce the base on which the salary outlook (percentage) for all teachers is computed and consequently to augment the percentage of increase to be expected. This explanation leads to the conclusion that the figures representing the salaries of men and women separately are more authoritative than those representing the sexes combined. The discrepancies referred to could be eliminated by readjusting the weights for all teachers so that the number of men and women teachers would hold the same relationship as exists among beginning teachers.

Since such a manipulation of the data would produce artificial conditions, it is not considered advisable to ascertain results on this basis.

OUTLOOK FOR TEACHERS WITH OVER FIVE YEARS' EXPERIENCE

As many high-school teachers drop out of the profession before the end of the fifth year, the salary outlook for those who remain is much larger than has been indicated. It is found that the outlook for the teacher who remains longer than five years is for an increase of \$646, or 49.8 per cent above the entrance salary. The corresponding assurance for men is \$676, or 43.0 per cent, and for women \$571, or 48.2 per cent. The promise, therefore, for a long period of service is more favorable to the women than to the men. In other words, there is a greater initial inducement for men than for women to enter the profession, but a slightly greater percentage of increase is promised to women than to men for a long period of service.

PREMIUM PAID TO BEGINNERS

To induce young men and women to enter the high-school teaching profession during the unusual period of the war it was thought necessary to increase the salaries of beginning teachers at a more rapid rate than the salaries of other teachers. Thus, the salaries of all teachers were increased only 52.6 per cent from 1918 to 1921, whereas the salaries of beginners were raised 60.9 per cent, or 15.8 per cent more. In short, beginners were at a premium of 15.8 per cent. In ten states, however, beginners were at a discount; that is, their salaries were not raised at as rapid a rate as the salaries of other teachers. The premium on beginners reached a maximum of 87.8 per cent in Connecticut, and the discount was greatest in Delaware where the percentage of increase was 43.9 per cent less than that for all teachers combined. Undoubtedly, in states in which beginners were at a discount an unusual attempt was made to retain teachers already in the service. On the other hand, the premium probably indicates an inability to recruit teachers in sufficient numbers to maintain the necessary corps of instructors.

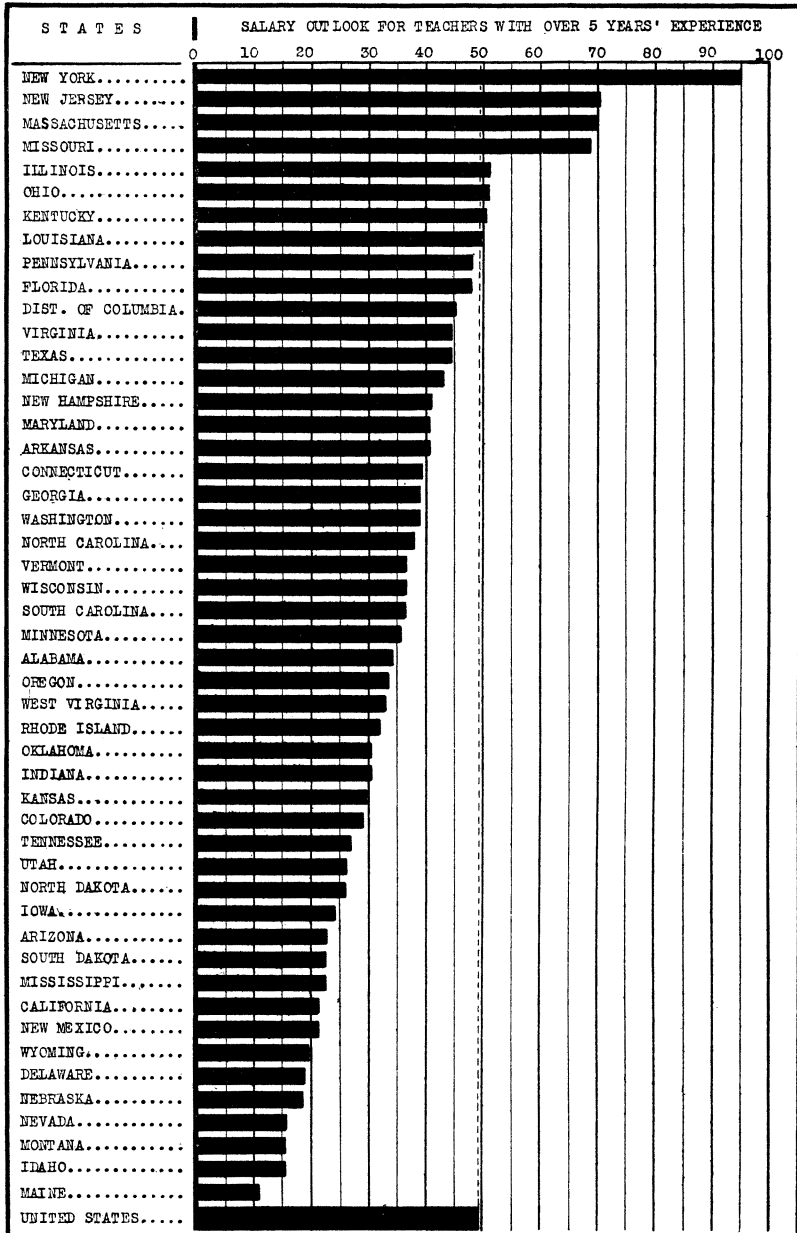


FIG. 2

This premium-and-discount theory has a direct bearing on the salary outlook for teachers. In states granting a premium to beginning teachers the salary outlook is not so favorable as it would have been had all salaries, regardless of experience, been increased at the same rate. On the other hand, in states showing a discount on beginners the figures indicating the salary expectation are relatively large. Thus the salary outlook for Connecticut of 27.8 per cent for all teachers is lower than it should be since the salaries of beginners were unusually increased in the three-year period (87.8 per cent over the average rate). At the other extreme, it must be inferred that the low salary outlook of 7.8 per cent for Delaware is larger than it should be since the salaries of teachers in service were increased more rapidly than those of beginning teachers. In other words, Delaware probably has no adequate schedule, either specifically adopted or implied.

The average premium paid for beginning high-school teachers above the average percentage of increase for teachers with over five years' experience is even greater than the premium based on the average percentage of increase for all teachers. From Fig. 3 it is found that the premium was 21 per cent. In other words, beginning teachers were granted a percentage of increase 21 per cent greater than that given to teachers with over five years' experience. This practice, as shown in the bulletin referred to, has resulted in a decrease of 2.5 per cent in the proportion of teachers with over five years' experience from 1918 to 1921. This exodus of experienced teachers from the profession indicates deterioration in our high-school teaching staff. Again, Connecticut and Delaware exhibit extreme conditions. In the former state beginning teachers received a percentage of increase 119.1 per cent greater than that given to teachers with five years' experience. In the latter state beginning teachers were awarded a percentage of increase 49.9 per cent less than that given to teachers with five years' experience. Beginners in Delaware were at a discount of almost 50 per cent in 1921.

CONCLUSIONS

On each count there is sufficient evidence to show that beginning teachers were much in demand in 1921 and that more experienced

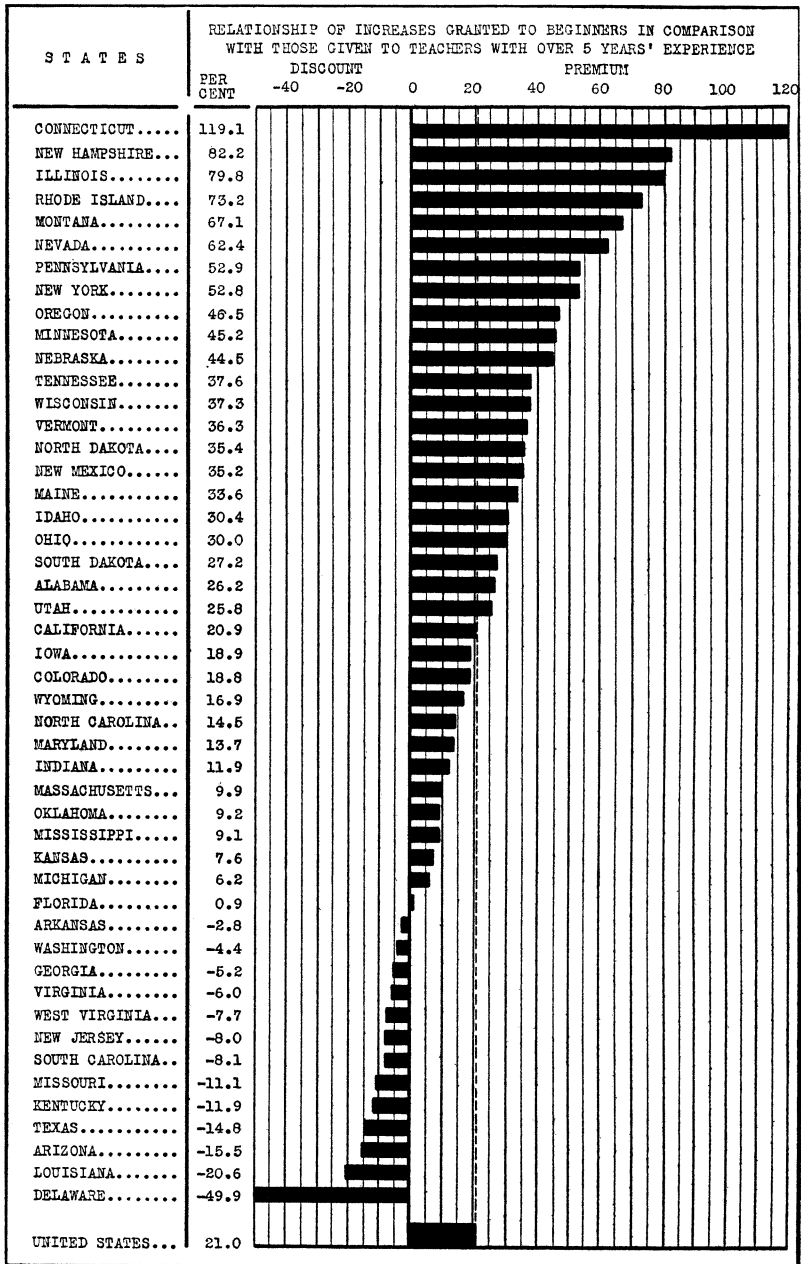


FIG. 3

teachers did not receive the consideration shown to inexperienced teachers. Boards of education probably found that it was easier to hold in the profession teachers who had already enlisted than to induce college graduates to enter it. The situation reveals an unfairness exercised toward experienced teachers.

The report shows that an attempt seems to have been made to offset in part the increasing cost of living by adding a bonus to pre-war salaries—a tendency operating in favor of the beginning teacher. The average absolute increase for the United States from 1918 to 1921 was \$578, varying from \$315 in Florida to \$729 in South Dakota. For beginners the bonus was \$571 for men, \$444 for women, and \$491 for both. For teachers with over five years' experience it was \$725 for men, \$611 for women, and \$643 for both. These bonuses were not sufficient until May, 1921, to meet the increased cost of living and did not meet it until it began to drop. The inadequacy of these increments resulted in a loss of college graduates amounting to 9 per cent, an increase of 17 per cent in the proportion of normal-school graduates, and an increase of 37 per cent in the proportion of non-graduates. Thus it is seen that inadequate pay and promise-to-pay resulted in a deterioration which will require many years to counteract. If present salary schedules remain as they are, there will be little inducement for young men and women of ability to remain in the profession. The result will be an ever-shifting teaching staff, and higher educational institutions will be called upon to supply an extraordinary number of high-school teachers each year to take the place of those who discover that the profession offers little financial inducement. It would seem, therefore, in view of these disclosures, that high schools are called upon to adopt salary schedules that will recognize and reward meritorious service and experience in this branch of professional service. The salaries of experienced teachers will need to be increased. A vocation that promises no greater reward than 29.3 per cent for the average employee or 49.8 per cent for those who pass the five-year mark is not likely to result in a contented personnel and will probably not succeed in holding the services of its most capable employees.